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| **Activity/**  **Situation** | | | **FULL OPENING OF SCHOOL DURING COVID PANDEMIC**  **16.04.21** | | | | | | | | | | | | | | |
| **Location** | | | **Springhead School and Sixth Form** | | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils** | | **Employees** | | | | **Visitors** | | | **Contractors** | | | | | |
| **HAZARD(S)** | | | ***Note:*** *this list is not exhaustive and* ***must*** *be adapted for your own needs*   * **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** * **Social Distancing Measures Not Followed During Travel to and from School** * **Inadequate Cleaning/Sanitising** * **Shared Resources** * **Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors** * **Site User Becoming Unwell** * **Site User Developing Symptoms** * **Inadequate Hand Washing/Personal Hygiene** * **Inadequate Personal Protection & PPE** * **Visitors, Contractors & Spread of Coronavirus** * **Inadequate Ventilation** | | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | **ADDITIONAL INFORMATION** | | | | **YES** | | **NO** | | | **N/A** | |
| ***Note:*** *you* ***must*** *amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.* | | | | | | | | | | | | | | | | | |
| **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** | | | | | | | | | | | | | | | | | |
| Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. | | | | | | | Details;- Bubbles approach adopted. Class 1 & 2 Bubble; Class 3 Bubble; Class 4 & 5 Bubble; Class 6 & 7 Bubble; Sixth Form Bubble; Admin Bubble.  Staff who usually work across the school are assigned to a Bubble. | | | |  | |  | | |  | |
| The school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups | | | | | | |  | | | |  | |  | | |  | |
| Distinct groups or ‘bubbles’ that do not mix are maintained which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible | | | | | | |  | | | |  | |  | | |  | |
| Where staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk is reduced by keeping pupils in the class-sized groups. | | | | | | | In our special school this is achieved through working across 2 classes if needed. | | | |  | |  | | |  | |
| Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups. Children who are able are encouraged to keep their distance. This is more likely to be achieved with older students but some older students will not understand this. | | | | | | |  | | | |  | |  | | |  | |
| Schools with the capability to do it should take steps to limit interaction, and sharing of rooms and social spaces between groups as much as possible | | | | | | | Bubbles share spaces. Bubbles are small. | | | |  | |  | | |  | |
| It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group | | | | | | | It is recognised that children with complex learning difficulties may not be able to be socially distant. | | | |  | |  | | |  | |
| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport | | | | | | |  | | | |  | |  | | |  | |
| Siblings may be in different groups | | | | | | |  | | | |  | |  | | |  | |
| Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable | | | | | | | If needed. We are trying to avoid this wherever possible by assigning staff to Bubbles. However we will mix staff across Bubbles if necessary. | | | |  | |  | | |  | |
| Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults | | | | | | | This may not always be possible due to the needs of the children in the school.  When staff need to change Bubbles/visit another Bubble they wear a face mask if appropriate. | | | |  | |  | | |  | |
| The number of interactions or changes are minimised wherever possible | | | | | | |  | | | |  | |  | | |  | |
| Where possible adults maintain a 2 metre distance from each other, and from children | | | | | | | This may not always be possible due to the needs of the children in the school. | | | |  | |  | | |  | |
| Adults avoid close face to face contact and limit time spent within 1 metre of anyone to less than 15 minutes duration | | | | | | | This may not always be possible due to the needs of the children in the school.  In communal areas on all sites staff and visitors wear a face covering.   * Direct close contacts- face to face contact with an infected individual for any length of time within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin). * Proximity contacts- extended close contact(within 1 or 2 metres for more than 15 minutes) with an infected individual. * [Guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person](https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person) | | | |  | |  | | |  | |
| Within the classroom a distance between people is maintained so far as reasonably practical | | | | | | | It is accepted that distancing may not be possible in primary schools. This also applies to our special school | | | |  | |  | | |  | |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | | | | | | | This may not always be possible due to the needs of the children in the school.  Where it is possible this is implemented | | | |  | |  | | |  | |
| Staff will work side on to pupils as opposed to face to face whenever possible | | | | | | | This may not always be possible due to the needs of the children in the school.  Where it is possible this is implemented | | | |  | |  | | |  | |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care with other increased hygiene protocols in place to minimise risk of infection. | | | | | | | PPE is worn and donned and doffed appropriately. | | | |  | |  | | |  | |
| Schools, Local Authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers | | | | | | | In some cases, the pupil’s medical needs will mean this is not possible, and educational support will require flexibility. [Our guidance on supporting pupils at school with medical conditions](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf) remains in place | | | |  | |  | | |  | |
| Unnecessary furniture has been moved out of classrooms to make more space | | | | | | |  | | | |  | |  | | |  | |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | | | | | | |  | | | |  | |  | | |  | |
| The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building | | | | | | |  | | | |  | |  | | |  | |
| Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school | | | | | | | Because the majority of pupils arrive in provided transport start times are not staggered – however alighting from the transport is carefully controlled to reduce numbers of pupils alighting at the same time. | | | |  | |  | | |  | |
| Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact | | | | | | |  | | | |  | |  | | |  | |
| All parents/carers/visitors entering the school premises and in other congested areas around the school in communal areas wear a face covering in addition to social distancing. | | | | | | | This does not apply to those who are medically exempt | | | |  | |  | | |  | |
| Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) | | | | | | | No change to times but parents alerted to protocols in place. Staff available to direct. | | | |  | |  | | |  | |
| It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). Ensure that parents are reminded to maintain social distancing when collecting and dropping off pupils and that the same applies to drivers and transport assistants. | | | | | | | Signage in place for families. Transport team in place to ensure good hand over/collection protocols in place. | | | |  | |  | | |  | |
| External entrances to classrooms are used where practical | | | | | | |  | | | |  | |  | | |  | |
| Break times are staggered so that all pupils are not moving around the school at the same time | | | | | | | All Bubbles have own outside play areas and do not need to mix on the way to the areas. | | | |  | |  | | |  | |
| Lunch breaks are staggered | | | | | | | Lunches are being served in classes. Break time after lunch is kept to Bubbles arrangements. | | | |  | |  | | |  | |
| Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 m distance from each other | | | | | | | Main site – 2 Staff rooms. 2 Bubbles in one ; 2 Bubbles in the other. Staff able to be 2 metres apart. Outside seating available and staff encouraged to sit outside. | | | |  | |  | | |  | |
| Staff meetings take place remotely where possible.  Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times | | | | | | | Virtual staff meetings take place where staff stay in their classrooms and join the meeting | | | |  | |  | | |  | |
| All staff required to wear a face mask in communal areas on all sites and when mixing Bubbles across all sites | | | | | | |  | | | |  | |  | | |  | |
| Schools can resume educational day visits from 12 April | | | | | | | Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.  All visits must be agreed by the Headteacher or Deputy Headteacher | | | |  | |  | | |  | |
| Domestic and International residential educational visits must not take place at this time. This will be reviewed no earlier than 17 May | | | | | | |  | | | |  | |  | | |  | |
| During PE lessons pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. | | | | | | |  | | | |  | |  | | |  | |
| Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene | | | | | | | Schools should refer to the following advice:  [guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) for grassroots sport  advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools) | | | |  | |  | | |  | |
| Activities taking place outdoors can happen in groups of any number | | | | | | | This is because the transmission risk is lower outside | | | |  | |  | | |  | |
| **Social Distancing Measures Not Followed During Travel to and from School** | | | | | | | | | | | | | | | | | |
| Parents and pupils are encouraged to walk or cycle to their education setting where possible | | | | | | |  | | | |  | |  | | |  | |
| Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport | | | | | | | [safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) | | | |  | |  | | |  | |
| **Inadequate Cleaning/Sanitising** | | | | | | | | | | | | | | | | | |
| A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place | | | | | | |  | | | |  | |  | | |  | |
| Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | | | | | | |  | | | |  | |  | | |  | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | | |  | | | |  | |  | | |  | |
| Bins for tissues and other rubbish are emptied throughout the day | | | | | | | On Main site this is done 2x a day by Caretaker or cleaner.  At SF & Class 3 this is done at the end of the day and by PCA at lunchtime if possible | | | |  | |  | | |  | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | | |  | | | |  | |  | | |  | |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | | | | | | | No mixed Bubbles on play equipment where possible. | | | |  | |  | | |  | |
| Outdoor playground equipment should be more frequently cleaned | | | | | | | This includes small equipment which is used outside as well as larger resources | | | | |  |  |  | | --- | --- | --- | | **☒** | **☐** | **☐** | | |  | | |  | |
| **Shared Resources** | | | | | | | | | | | | | | | | | |
| For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared | | | | | | |  | | | |  | |  | | |  | |
| Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces | | | | | | |  | | | |  | |  | | |  | |
| Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles | | | | | | | Any shared equipment BETWEEN bubbles must be placed in a box and kept in the Meeting room for 72 hours – time and date for when it was put there to be attached to the box. | | | |  | |  | | |  | |
| Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school | | | | | | |  | | | |  | |  | | |  | |
| The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either:  • restricted to one user  • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | | | | | | | Wherever this is possible this will be done. It is vital that therapies continue and that this is done safely but in a pragmatic way. | | | |  | |  | | |  | |
| Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources | | | | | | |  | | | |  | |  | | |  | |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day | | | | | | |  | | | |  | |  | | |  | |
| **Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors** | | | | | | | | | | | | | | | | | |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school | | | | | | |  | | | |  | |  | | |  | |
| Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so | | | | | | |  | | | |  | |  | | |  | |
| Pupils, staff and other adults must not come into the school if:  • they have one or more [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works%23part-1-people-who-develop-symptoms-of-coronavirus)  • a member of their household (including someone in their [support bubble](https://www.gov.uk/guidance/making-a-support-bubble-with-another-household) or [childcare bubble](https://www.gov.uk/guidance/making-a-childcare-bubble-with-another-household)  if they have one) has coronavirus (COVID-19) symptoms  • they are required to [quarantine having recently visited countries outside the Common Travel Area](https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive)  • they have had a positive test   * Have been in close contact with someone who tests positive for COVID 19 | | | | | | |  | | | |  | |  | | |  | |
| If staff member or a pupil has a positive test result when using the home LFD test kit they must immediately book a PCR test and remain at home until result of PCR test received. If negative they can return to school. If positive they need to isolate for 10 full days following positive LFDT test.  All close contacts must isolate until results of the LFD test are known. | | | | | | |  | | | |  | |  | | |  | |
| School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after:   * the start of their symptoms * the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school) | | | | | | |  | | | |  | |  | | |  | |
| The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia | | | | | | | This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice. | | | |  | |  | | |  | |
| Where schools and colleges are carrying out home testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission. | | | | | | | In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested | | | |  | |  | | |  | |
| The school recognises that if they have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where COVID is suspected, they may have an outbreak and must continue to work with their local public health team who will be able to advise if additional action is required. | | | | | | |  | | | |  | |  | | |  | |
| Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support | | | | | | |  | | | |  | |  | | |  | |
| All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend | | | | | | |  | | | |  | |  | | |  | |
| CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions | | | | | | |  | | | |  | |  | | |  | |
| Staff with specific health conditions who fall within the CEV category and have been shielding, are advised to stay at home as much as possible.  If working from home is not possible, they may be asked to return to work. Consideration should first be given to roles in school where it is possible to maintain social distancing. Returning is subject to an individual risk assessment and being able to maintain social distancing as much as possible | | | | | | | Individual risk assessments are needed and guidance must be sought | | | |  | |  | | |  | |
| Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings | | | | | | |  | | | |  | |  | | |  | |
| Staff and pupils who are Clinically Vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance following risk assessment. | | | | | | |  | | | |  | |  | | |  | |
| Staff who are in the clinically vulnerable group can work in school, taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. | | | | | | | Adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents  An Individual Risk Assessment will be needed. | | | |  | |  | | |  | |
| People who live with those who are clinically extremely vulnerable or clinically vulnerable can and do attend the workplace | | | | | | | An Individual Risk Assessment may be needed. Advice sought on a case by case basis.  Individual Risk Assessments will need to be subject to regular review | | | |  | |  | | |  | |
| Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19) where it is not possible to work from home, these staff can attend school as long as the [system of controls](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#system-of-controls) | | | | | | | [information available on who is at higher risk from coronavirus](https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/) | | | |  | |  | | |  | |
| Pregnant women are in the ‘clinically vulnerable’ category | | | | | | | School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment.  Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase.  Individual Risk Assessments will need to be subject to regular review  [RCOG Q&A -covid-19-virus-infection-and-pregnancy](mailto:https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/%23coronavirus) | | | |  | |  | | |  | |
| We currently advise, due to the increased risk of serious illness and premature birth after 28 weeks gestation arising from Covid, that pregnant colleagues in their 3rd trimester do not attend a physical workplace.  Therefore, from now on pregnant employees in their 3rd trimester should be directed to work from home if they are currently attending a workplace.  This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28th week of pregnancy | | | | | | | As pregnant women are currently advised not to be vaccinated and there continues to be moderate levels of coronavirus transmission within the community, we have decided to continue to advise those in the 3rd trimester of pregnancy to continue to remain away from workplaces  As per NYCC and CYC recommendation | | | |  | |  | | |  | |
| All employers have a duty of care to their employees, and this extends to their mental health.  Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.  Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing | | | | | | | Read about the: [extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers), [Wellbeing for Education return programme](https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter)  [Education Support](https://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing | | | |  | |  | | |  | |
| Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff | | | | | | | To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year | | | |  | |  | | |  | |
| Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual | | | | | | | Therapists are asked where possible not to work in 2 bubbles on one day. | | | |  | |  | | |  | |
| Volunteers may be used to support the work of the school, as would usually be the case | | | | | | | The same volunteer would not work in more than one bubble unless a gap of more than 48 hours had been observed, and they should remain 2 metres from pupils and staff where possible | | | |  | |  | | |  | |
| Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19 | | | | | | | See Inadequate Personal Protection & PPE section of this risk assessment | | | |  | |  | | |  | |
| Specialists, therapists, clinicians, support staff for pupils with SEND, supply teachers, peripatetic teachers or other temporary staff, can move between settings | | | | | | | They should ensure they minimise contact and maintain as much distance as possible from other staff | | | |  | |  | | |  | |
| Supply staff, volunteers and other temporary or peripatetic staff can move between schools. | | | | | | | They should ensure they minimise contact and maintain as much distance as possible from other staff.  Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the [system of controls](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#system-of-controls). They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.  This also applies to other temporary staff and volunteers working in schools such as:   * support staff working on a supply basis * peripatetic staff such as music tutors and sports coaches   those working in before and after school clubs | | | |  | |  | | |  | |
| **Site User Becoming Unwell** | | | | | | | | | | | | | | | | | |
| If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the guidance which sets out that they must self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms | | | | | | | [stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)  If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms | | | |  | |  | | |  | |
| If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. A window should be opened for ventilation. | | | | | | | If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Medical room at Main site and Sixth Form is to be used.  Signage and PPE available in HTs office at Mainsite and Office at SF.  At Class 3 pupil to be sat in area close to the doors. | | | |  | |  | | |  | |
| If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else | | | | | | | Gents toilet at Main site if needed – signage needs to be posted if used.  Toilet allocated as appropriate at SF – signage to be posted if used.  Signage and PPE available in HTs office at Main site and Office at SF.  If a child in Class 3 is symptomatic try not to use changing facilities. If necessary to be used then the area must be thoroughly cleaned before being used by anyone else. | | | |  | |  | | |  | |
| PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs) | | | | | | | PPE packs ready in HTs office at Main site and in Office at SF. Class 3 have a prepared pack in class.  See Inadequate Personal Protection & PPE section of this risk assessment | | | |  | |  | | |  | |
| In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household | | | | | | | If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts | | | |  | |  | | |  | |
| In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result | | | | | | | If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms | | | |  | |  | | |  | |
| In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital | | | | | | |  | | | |  | |  | | |  | |
| Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:   * the symptomatic person subsequently tests positive * they develop symptoms themselves (in which case, they should self-isolate immediately and [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested)) * they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) which is a legal obligation * they have tested positive from an LFD or PCR test as part of a community or worker programme. If an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school | | | | | | |  | | | |  | |  | | |  | |
| Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell | | | | | | | Hand washing is preferred to use of Hand sanitizer where possible. | | | |  | |  | | |  | |
| The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people | | | | | | | [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  The room will be closed and cleaners alerted to the need for cleaning. | | | |  | |  | | |  | |
| **Site User Developing Symptoms** | | | | | | | | | | | | | | | | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | | | | | | | The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed | | | |  | |  | | |  | |
| School have received a supply of 10 home test PCR(polymerase chain reaction) kits in Autumn 2020 and information about how to order to replenish this supply when they are running out | | | | | | | These kits can be replenished when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 | | | |  | |  | | |  | |
| School determines how to prioritise the distribution of their PCR test kits in order to minimise the impact of the virus on the education of their pupils. | | | | | | | The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere .A protocol for their distribution is in place.  These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance [Coronavirus (COVID-19): test kits for schools and FE providers](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers). | | | |  | |  | | |  | |
| The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines | | | | | | |  | | | |  | |  | | |  | |
| It remains essential that anyone who gets a positive result from an LFD test self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test | | | | | | |  | | | |  | |  | | |  | |
| Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate | | | | | | |  | | | |  | |  | | |  | |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | | | | | | |  | | | |  | |  | | |  | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) | | | | | | | Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms | | | |  | |  | | |  | |
| Where pupils who are self-isolating and are within the definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support | | | | | | | Families are contacted by phone on a regular basis by teacher, class team member or Family liaison officer. | | | |  | |  | | |  | |
| Parents and staff are asked to inform the school immediately of the results of a test | | | | | | | Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others | | | |  | |  | | |  | |
| If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test. | | | | | | |  | | | |  | |  | | |  | |
| If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. | | | | | | |  | | | |  | |  | | |  | |
| If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact | | | | | | | Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation | | | |  | |  | | |  | |
| Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period | | | | | | | This is because they could still develop coronavirus (COVID-19) within the remaining days | | | | |  |  |  | | --- | --- | --- | | **☒** | **☐** | **☐** | | |  | | |  | |
| If someone with symptoms tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days | | | | | | | Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace | | | |  | |  | | |  | |
| Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious | | | | | | | Close contact can be anyone who:   * lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) * has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self isolating): * face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre * been within 1 metre for 1 minute or longer without face-to-face contact * been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day) * travelled in the same vehicle or a plane | | | |  | |  | | |  | |
| School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority | | | | | | | This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice | | | |  | |  | | |  | |
| Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place | | | | | | |  | | | | |  |  |  | | --- | --- | --- | | **☒** | **☐** | **☐** | | |  | | |  | |
| **Inadequate Hand Washing/Personal Hygiene** | | | | | | | | | | | | | | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating | | | | | | | Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils | | | |  | |  | | |  | |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | | | | | |  | | | |  | |  | | |  | |
| The school has considered whether they have enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly | | | | | | |  | | | |  | |  | | |  | |
| Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion. | | | | | | | Skin friendly skin cleaning wipes can be used as an alternative.  Wipes are not routinely used. Handwashing with soap and water is preferred. Wipes would be used only is absolutely necessary. | | | |  | |  | | |  | |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans | | | | | | |  | | | |  | |  | | |  | |
| School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them | | | | | | |  | | | |  | |  | | |  | |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff | | | | | | | Face visors available and recommended. | | | |  | |  | | |  | |
| Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands and this has been considered | | | | | | |  | | | |  | |  | | |  | |
| Help given to pupils with complex needs to clean their hands properly | | | | | | |  | | | |  | |  | | |  | |
| The ‘catch it, bin it, kill it’ approach is very important and is promoted | | | | | | |  | | | |  | |  | | |  | |
| Disposable tissues are available in each room for both staff and pupil use | | | | | | |  | | | |  | |  | | |  | |
| Bins (ideally lidded pedal bins) for tissues are available in each room | | | | | | |  | | | |  | |  | | |  | |
| Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them | | | | | | |  | | | |  | |  | | |  | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | | |
| All staff & visitors required to wear face masks outside the classroom. Pupils from Y7 advised to wear face mask in communal indoor areas if they wish/are able. | | | | | | |  | | | |  | |  | | |  | |
| In schools where pupils in year 7 and above are educated, face coverings **should** be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained | | | | | | | Some individuals are exempt from wearing [face coverings](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own). This applies to those who:   * people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability * where putting on, wearing or removing a face covering will cause you severe distress * if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate * to avoid harm or injury, or the risk of harm or injury, to yourself or others ‒ including if it would negatively impact on your ability to exercise or participate in a strenuous activity   The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others. | | | |  | |  | | |  | |
| In classes with pupils in Year 7 and above face coverings should be worn in classrooms or during activities where social distancing cannot be maintained. This does not apply to outside spaces.  **These measures will be in place until 17th May when it will be reviewed** | | | | | | | This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons | | | |  | |  | | |  | |
| Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission | | | | | | | Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer. Visors should only be used by those exempt from wearing a face covering after carrying out a risk assessment for the specific situation and should always be cleaned appropriately | | | |  | |  | | |  | |
| Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places | | | | | | |  | | | |  | |  | | |  | |
| Pupils are instructed to:  • not touch the front of their face covering during use or when removing it  • dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)  • place reusable face coverings in a plastic bag they can take home with them  • wash their hands again before heading to their classroom | | | | | | |  | | | |  | |  | | |  | |
| Face coverings are worn correctly | | | | | | | <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education> | | | |  | |  | | |  | |
| Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission | | | | | | |  | | | |  | |  | | |  | |
| Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use | | | | | | |  | | | |  | |  | | |  | |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced | | | | | | |  | | | |  | |  | | |  | |
| Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs | | | | | | |  | | | |  | |  | | |  | |
| PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn | | | | | | | [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) | | | |  | |  | | |  | |
| Pupils that arrive wearing a face covering and who wish to remove it, must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom | | | | | | |  | | | |  | |  | | |  | |
| PPE for coronavirus (COVID-19) is required when performing [aerosol generating procedures (AGPs)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe%23aerosol-generating-procedures-agps) | | | | | | | FFP3 face masks are not available for staff at this time but in the event of being needed the LA will be contacted. | | | |  | |  | | |  | |
| When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn | | | | | | |  | | | |  | |  | | |  | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | | | | | | |  | | | |  | |  | | |  | |
| All visitors must wear a face covering whilst on the school site | | | | | | |  | | | |  | |  | | |  | |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | | | | | | |  | | | |  | |  | | |  | |
| Where visits can happen outside of school hours, they are arranged as such | | | | | | |  | | | |  | |  | | |  | |
| Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely | | | | | | |  | | | |  | |  | | |  | |
| As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school’s control measures | | | | | | | These programmes are essential for children’s health and wellbeing | | | |  | |  | | |  | |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | | | | | | | Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits | | | |  | |  | | |  | |
| A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. | | | | | | |  | | | |  | |  | | |  | |
| **Inadequate Ventilation** | | | | | | | | | | | | | | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained | | | | | | | This can be achieved by a variety of measures including:  **mechanical ventilation systems** – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) | | | |  | |  | | |  | |
| Ventilate spaces with outdoor air | | | | | | | **natural ventilation** – if necessary external opening doors may also be used provided this doesn’t compromise safeguarding measures | | | |  | |  | | |  | |
| Where possible, occupied room windows should be open. | | | | | | |  | | | |  | |  | | |  | |
| Keep toilet ventilation in operation as much as possible while building is occupied | | | | | | |  | | | |  | |  | | |  | |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | | | | | | | Primary portacabins and SF Meeting room – staff must be vigilant of the need to use outdoor air where possible.  Further advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) and [CIBSE coronavirus (COVID-19) advice](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems) | | | |  | |  | | |  | |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating an throughput of air | | | | | | | Fire doors must not be propped open unless they have a self-closing hold open device fitted | | | |  | |  | | |  | |
| In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open | | | | | | | **natural ventilation** – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space) | | | |  | |  | | |  | |
| Consideration given to opening high level windows in preference to low level to reduce draughts | | | | | | |  | | | |  | |  | | |  | |
| Consideration given to only opening every other window instead of all windows when the heating is activated | | | | | | |  | | | |  | |  | | |  | |
| The school offers flexibility to allow additional, suitable indoor clothing | | | | | | |  | | | |  | |  | | |  | |
| Furniture rearranged where possible to avoid direct drafts | | | | | | |  | | | |  | |  | | |  | |
| Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces | | | | | | |  | | | |  | |  | | |  | |
| When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air | | | | | | | Desk fans are pointed away from people and pointed at walls etc. | | | |  | |  | | |  | |
| If school needs to use additional heaters they only use sealed, oil filled electric heaters | | | | | | | Electric fan heaters used sparingly due to increased fire and electrical risk | | | |  | |  | | |  | |
|  | | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | | | | | | | | | | **Yes** | | | | **No** | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | | **High** | | **Med** | | | **Low** | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | | **Yes** | | | **No** | | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | | **Yes** | | | **No** | | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | | **To be actioned by** | | | | | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | | **Name** | | | | **Date** | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
| State overall risk level assigned to the task **AFTER** implementation of control and action plan measures taken as a result of this risk assessment | | | | | | | | | | | **High** | | **Med** | | | **Low** | |
| Is such a risk level deemed to be as low as reasonably practical? | | | | | | | | | | | **Yes** | | | **No** | | | |
| Is activity still acceptable with this level of risk? | | | | | | | | | | | **Yes** | | | **No** | | | |
| If no, has this been escalated to senior leadership team? | | | | | | | | | | | **Yes** | | | **No** | | | |
| **Assessor(s):**  **Position(s):** | | **Sue Rose**  **Acting Head teacher** | | | | **Signature(s):** | | | | Sue Rose | | | | | | | |
| **Date:** | | **16.04.21** | | | | **Review Date:** | | | | **As guidance changes** | | | | | | | |
| **Distribution: All staff and all Governors** | | | | | | | | | | | | | | | | | |
| Risk rating | | | Action | | | | | | | | | | | | |
| **HIGH** | | | **Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)** | | | | | | | | | | | | |
| **MEDIUM** | | | **Review/add controls (as far as reasonably practicable) & monitor** | | | | | | | | | | | | |
| **LOW** | | | **Monitor control measures** | | | | | | | | | | | | |

